



“The future is in our hands” **CURIOSITY TOGETHERNESS EXCELLENCE**

BELL BAXTER HIGH SCHOOL IMPROVEMENT PLAN 2021-22

National Improvement Framework Priority:
 Improvements in attainment, particularly in literacy and numeracy;
 Closing the poverty related attainment gap;
 Improvements in young people’s health and wellbeing

HGIOS4 Quality Indicators
 1.1 Self-evaluation for self-improvement; 1.2 Leadership of learning; 1.3 Leadership of change; 2.2 Curriculum;
 2.3 Learning, teaching and assessment; 2.4 Personalised Support; 3.1 Ensuring wellbeing, equality and inclusion;
 3.2 Raising attainment and achievement

What is our single school improvement focus in Session 2021/22?

To embed the Bell Baxter Learning Standard and improve the learning experiences, engagement and outcomes of students in S1 and S2

Expected Impact	Strategic Actions Planned	Responsible	Measure of Success (Triangulation of Evidence)	Timescales
<ul style="list-style-type: none"> High quality learning and teaching as detailed in the Bell Baxter Learning Standard will be evidenced across most lessons in the school (75% – 90%) in the May 2022 School Review S1/S2 curriculum in all Faculties will be well planned against benchmarks A range of assessments will be in evidence in the majority of Faculties and will be used consistently, moderated and feed into tracking cycles Tracking data will be more coherent as a result and show clearer 	<p><i>How will we do this?</i></p> <p>This will be achieved through a collaborative activity model (CAT) led by Faculty principal teachers in Faculty DM time and developed over the year by teachers in Faculties. The work will be grounded in research, namely Fullan’s Coherence Framework.</p> <p><i>The Bell Baxter CAT Model</i></p> <p>Step 1: Evaluate PTs each lead individual Faculty self-evaluation of:</p> <ul style="list-style-type: none"> The S1 and S2 curriculum The quality of learning and teaching in the Faculty in relation to the Bell Baxter Learning Standard <p>Step 2: Agree goal</p>	<p>All</p>	<p>S1/2 plans will be in place and will evidence benchmarks and plans for pedagogy across all areas of the curriculum; Faculty VSE visits data; School Review data May 2022; Truancy alert data reduced; Behaviour referrals reduced; Qualitative data from pupil focus groups; ES questionnaire data; Teacher focus groups May 2022 review; Staff confidence as measured through staff survey; Faculty meeting minutes; The range of and quality of assessments in place; Examination of tracking data across S1&2 Tracking and moderation meetings in the Calendar with minutes;</p>	<p>Faculty VSE evidence gathered Term 1 & 3</p> <p>School Review Term 4</p> <p>Mid-Session SIP review of outcomes and impact data December 2021</p> <p>Final SQR review May 2022</p> <p>CAT model to be delivered throughout the session at alternate Faculty DMs</p> <p>Faculties will decide timescales for their individually planned goals decided via Faculty self-evaluation</p>

<p>progression based on ability and not chronological age</p> <ul style="list-style-type: none"> • Most staff will be able to talk more confidently about the purposes of assessment and will be regularly engaging in moderation activities in the BGE as well as Senior Phase • Tasks and activities will be differentiated effectively to remove barriers to learning in the majority (50%– 75%) of classes 	<p>Teachers and PTs agree on their goal as directed by their self-evaluation activities</p> <p>Step 3: Plan Teachers and PTs plan together how they will achieve their goal including timescales and how the impact will be measured</p> <p>Step 4: Deliver The plan is put into action</p> <p>Step 5: Review PTs lead a review of the impact of their work and teams decide next steps</p> <p>Repeat Goal – Plan – Deliver – Review cycle</p> <p>Our Target:</p> <p>High quality learning and teaching as detailed in the Bell Baxter Learning Standard will be evidenced across most lessons in the school (75% – 90%) in the May 2022 School Review</p>			
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Notes:

- There will be only one whole school improvement focus that all staff members will be focused on improving as above
- Principal teachers of faculties will lead their teams on embedding the BBLS, supported by weekly meeting with their Link DHTs and ELT meeting
- This will take place weekly from 2.50pm where all Faculty PT will be given the opportunity to engage in professional learning around Fullan’s Coherence framework and to work collaboratively with their colleagues on the leadership of the CAT model
- Faculty Improvement Plans will have this single focus and will become a live document and updated as part of the goal – plan – deliver – review cycle at Faculty meetings
- All other promoted members of staff will use this same template to draft their action plans and measure their impact on an ongoing basis

Other Strategic Development in School

In addition, all other promoted staff will be supported to develop an action plan to lead on their remits and staff will have the opportunity to volunteer to work on any short life working groups that are created and led by the PTs below.

Other Strategic PT responsibilities:

Action Plan	PT Lead	Link PT/SLT
PT1 Enhanced Support/ Nurture	Linda Jeffrey	Ashely Birrell/ Daryl Friel
PT1 Global Goals	Carron Pour	Alastair Lownie
PT STEM	Alan McGlynn	Alastair Lownie
PT1 Learning and Teaching	Daren Leslie	TBC
PT1 Digital Technologies	Anni Millar	Daryl Friel
PT2 Faculty Support & Relationships	Mhari Paton	Charlotte Sinclair
PT1 Faculty Support & Relationships	Lynn Burton	Mhari Paton / Charlotte Sinclair
PT1 Faculty Support & Relationships	Alison Dow	Mhari Paton / Charlotte Sinclair
PT Guidance S1 – Wider Achievement	Sara Kyle	Alastair Lownie/ Daryl Friel
PT Guidance S2 ‘Support One Stop Shop’ / Interventions around Targeted Groups	Anne Louise Cunneen	Daryl Friel
PT Guidance S3 – LGBT & Equalities	Claire Brooks	Charlotte Sinclair/ Daryl Friel
PT Guidance S4 – Higher Education /College Link	Tara Clark	Brian Harris / Daryl Friel
PT Guidance S5 – Mentors in Violence	Kirsty Simcock	Karen Manders/ Daryl Friel
PT Guidance S6 – Pupil Leadership	Rachel Stitt	Karen Manders / Daryl Friel